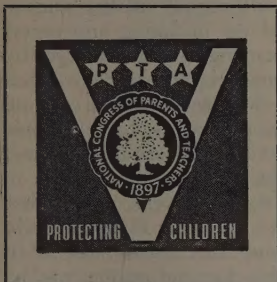


NATIONAL CONGRESS BULLETIN

AUGUST 1944 PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS • CHICAGO 5 • VOL. 11, NO. 11

Monthly Memo TO: Local Presidents



As I sit down to write on this hot, dry August afternoon, my first impulse is to lay my pen down and think, "Let our leaders have this month, at least, to themselves." But then I remember that your boys and mine, who are serving in the armed forces so that we at home may be free to continue our regular way of life, cannot stop to think of the weather. Heat or cold, rain, snow, or sunshine—nothing can be allowed to interfere with their job. So I know that most of you, in the same spirit, are devoting your time this August to planning your year's program. You are meeting with your officers

and chairmen, and all of you are studying the *Manual* to make sure of what is expected of you. You are not allowing community activities to languish during the summer months. You are carrying on your Summer Round-Up, and hundreds of other projects are under way.

Many of the nationally known people who spoke to us at our New York meeting have commented to me since then on the fine types of men and women who compose our membership. They were especially pleased over the intelligent interest you displayed in all the various phases of our program. I told them that the delegates they met were truly representative of the great host of P.T.A. members who are diligently at work in their own communities from coast to coast.

Urgent pleas come to me constantly for cooperation with other groups in many lines of endeavor. Each one is studied carefully, and those whose aims have a great deal in common with ours are given earnest consideration. On your behalf, for example, I have pledged that all our associations will join in the nation-wide drive to convince high school students who have taken jobs to relieve the labor shortage that they must now return to school. No group should be more active than ours in such a campaign.

Another project to which we should give our support is the salvage of paper and tin, both of which are essential to the war effort. You may be tired of hearing about the need to save every bit of wastepaper and to wash and flatten every tin can, but these things are truly war material. When I was in Washington a short time ago I promised that we would all do our part. Will you back me up? By the way, as you will read in the September *National Parent-Teacher*, an association can actually earn money for special projects by collecting wastepaper—this in addition to performing a patriotic service. You will read more about these matters elsewhere in this *Bulletin*.

This issue brings you further reports of our New York meeting. The whole program was designed to give delegates ideas and plans to carry back to the local associations. So we hope that you are thinking constantly of our national theme, "All Children Are Our Children," and that many of the suggestions made in New York will find their way into your programs.

The Baxters will be back on the air on September 30—over the NBC radio stations.

Ginnette A. Hastings!

President
National Congress of Parents and Teachers

P. T. A. MEMBERSHIP NOW 3,054,950

Alabama	74,213
Arizona	11,930
Arkansas	49,618
California	379,054
Colorado	53,031
Connecticut	30,275
Delaware	6,609
District of Columbia	22,440
Florida	74,533
Georgia	63,553
Hawaii	9,541
Idaho	12,857
Illinois	208,250
Indiana	87,277
Iowa	52,940
Kansas	55,500
Kentucky	48,625
Louisiana	23,039
Maine	7,657
Maryland	17,267
Massachusetts	33,438
Michigan	104,010
Minnesota	62,793
Mississippi	22,353
Missouri	84,234
Montana	10,626
Nebraska	28,894
Nevada	3,328
New Hampshire	4,671
New Jersey	189,402
New Mexico	6,578
New York	118,921
North Carolina	99,729
North Dakota	13,202
Ohio	217,299
Oklahoma	50,191
Oregon	34,123
Pennsylvania	145,953
Rhode Island	12,430
South Carolina	18,520
South Dakota	12,203
Tennessee	88,202
Texas	163,314
Utah	30,426
Vermont	9,006
Virginia	57,189
Washington	59,805
West Virginia	44,764
Wisconsin	35,964
Wyoming	4,478
War Relocation Project,	
Arizona	695
Total	3,054,950



Let's GET THEM BACK TO School NOW

THIS WAR is unique in our history because it has spared nobody. Our young men are fighting and dying on the battle fronts. Their older brothers and fathers are giving almost every waking hour to essential jobs at home. Their womenfolk are working in factories, offices, stores, and in the women's branches of the services. And our boys and girls, too, are contributing. No more baseball games in the sand lots, no more camping trips and skiing parties. They have given their leisure hours to selling war bonds and stamps, to collecting wastepaper and scrap, to making deliveries on their bicycles. They have left high school to go to work at jobs once held by men and women.

They Wanted To Help

For many the motive has been patriotism; this was the biggest thing they could do to help win the war. Many a youth, too, has felt that he was at the same time helping his family and his employer—giving added income to the one and needed manpower to the other. But war releases other motives. The chance to earn money—big money; to lead an independent, adult life free from home and school supervision is often an irresistible lure. What price education, say these boys and girls, when they can get good jobs without it? Bitter memories of the depression, coupled with the pathetically realistic expectation of a future when jobs will be scarcer and pay lower, combine to convince them that now is the time to work—when work is plentiful and well rewarded.

Startling Facts

That is the situation. Now what are the facts? Since the year before the war, enrollment in our high schools has dropped steadily. Today there are 1,000,000 fewer boys and girls attending high school than there were in 1940. Employment figures show that jobs,

more than any other one force, have pulled these young people out of school. In April 1944 nearly 3,000,000 boys and girls between the ages of 14 and 17 were working either full or part time. And probably more than 5,000,000 now have summer jobs—more than ever before.

How many of these 5,000,000 will go back to school this fall? All too few, the experience of the last three years tells us. Unless something is done quickly, the drain on our high schools will be even more severe, and our youths will be—most of them quite unwittingly—giving up their chances for better jobs in the future, for better physical and mental health, for more richly satisfying adult lives. Not many of them will want to go back to school after working two or three years. How, then, will they be able to make the best use of their talents and their skills? How will they learn enough to take their share of responsibility as citizens in the so-different postwar world?

The Go-to-School Drive

To get boys and girls to return to school this fall, the U.S. Office of Education and the Children's Bureau of the Department of Labor, with the cooperation of the OWI, are urging parents, school officials, employers, and all citizens to join in conducting a nation-wide Go-to-School drive. The War Manpower Commission also endorses this campaign—sufficient assurance for all of us that labor shortages are no longer so crucial as to demand the indiscriminate employment of the young.

What P.T.A.'s Can Do

What can we in the parent-teacher organization do to make this drive effective? Certainly it is a problem close to the hearts of all of us, for our first aim is the welfare of all children and youth.

The Office of Education and the Children's Bureau recommend first of all the organization of a community-wide committee to work out plans for each local situation. This must be done immediately—in August and early September. A national publicity campaign is now getting under way, but it must be accompanied by strenuous community activity. Every parent-teacher unit, every state leader must see that no time is lost—and do so by taking the following steps:

1. Write to Information Service, U.S. Office of Education, Washington 25, D. C., for copies of *National Go-to-School Drive, 1944-45*; *A Handbook for Communities*, in case your superintendent or principal does not have one. This manual will supply all the suggestions you need for initiating and carrying on the campaign—how to organize a general committee; the kind of action to be taken by teachers and school administrators, employers, labor unions, civic groups, and youth-serving agencies; how to present the go-to-school idea to youth, parents, employers, and other citizens; what arguments to use in publicity and group discussions. In addition it includes forceful statements by President Roosevelt, General Marshall, Commissioner Studebaker, and many other authorities.

2. Organize your community for the drive, remembering that cooperation is the keynote of effective action.

3. Become informed about national publicity and develop a coordinated program of local publicity, utilizing all available channels—magazines, newspapers, radio stations, theaters, and so on—for talks, stories, interviews, dramatizations, posters, and graphic visual materials.

4. Take action on all fronts, using the handbook as a guide. One important kind of action is direct approach to the young people themselves, seeing that you understand their problems and that they in turn understand the gravity of the situation. Once they are won, high school boys and girls can do perhaps more than any other group to bring their classmates back into the schools.

5. Acknowledge the need for making compromises when necessary, but make sure that they are worked out in fairness to all. Some young people must work full or part time. In these special cases parents, employers, and school officials should determine that child labor laws and other regulations are complied with; that combined hours of school and work are limited both daily and weekly; that school hours are shortened only for boys and girls over 16; and that whenever possible school-work programs are arranged by employer and labor groups in cooperation with the schools and the U.S. Employment Service.

A Message to the Youth of America

Let me lay before you a serious problem we Americans must face; a problem only high school students can solve. Our Nation, which has grown great by cultivating the abilities of its people, is now rolling up a colossal deficit in education. Our college classrooms have few men students. More than one million fewer young people your age are now in high school. Hundreds of millions of man hours of learning are being lost forever.

You want this country to be powerful and prosperous after the war. But this country can do its duty in world leadership only if its citizens continue to have the "know how."

The best place for you to get ready for tomorrow is in high school. The Army and Navy want boys and girls to complete their high school education before joining the services. The War Manpower Commission says schooling comes first.

To give up a job in September and return to school may mean a temporary sacrifice of income. It may seem to mean sacrificing work essential to the war. But your "battle station" is in school. Your Nation asks that you return to your post of duty in high school and stay by it until you have finished the job.

Cordially,

John W. Studebaker

JOHN W. STUDEBAKER
U.S. Commissioner of Education

Suggestion: Have copies made of Dr. Studebaker's message and distribute them to boys and girls of high school age.

Action Ideas for Promoting Go-to-School Drive

Make sure that all members know about the campaign.

Offer support of the association to your community-wide Go-to-School committee.

Encourage the passing of resolutions to support the campaign; send copies of resolutions to newspapers.

Encourage young people to participate in the community-wide Go-to-School Drive.

Urge wider use of counseling services by young workers in order that they may have sound advice on their school-and-work problems.

The Baxters



IF YOU are one of the thousands who listen to *The Baxters*, you'll welcome the news that beginning September 30 these good friends of yours will again be heard each Saturday from 1:30 to 1:45 p.m. Eastern War Time. What's more, this year their visit is going to be a long one. You will recall that the Baxters' thirteen-week visit of last year was, by popular demand, extended to twenty-seven weeks. If this popularity continues to increase by such leaps and bounds, plans will be made to continue this year's broadcasts for perhaps thirty-nine weeks.

The program will come to you through the facilities of the National Broadcasting Company which is cooperating with the National Congress in presenting the Baxters as a public service feature.

Once again, then, Marge, Bill, Janie, and Sandy, and their friends and kin-folks, will soon share their experiences with you.

At the end of each broadcast "The Voice of the P.T.A." will, as usual, be on hand to give you a brief interpretation of the dramatization.

Learning by Listening

There is a golden rule in education that we learn by doing. We also learn by listening, listening carefully to the views, purposes, observations, and counsel of our friends and neighbors. So important are all these things to us that we think nothing of traveling quite a distance to enjoy the companionship of those we like particularly to listen to.

Happily, we don't even have to leave our living room—or wherever it is the radio is placed—to have the company of our friends the Baxters. They are glad to come right into our home, eager to share their lives with us.

And they are a discerning group, these Baxters. If there is anything exciting going on in their community—and plenty of things always are—you'll hear about them soon enough. Moreover, they are a friendly, outgoing group. If they have any recipes for the good and happy life, they will gladly pass them on to you. In short, they are the kind of amusing and delightful peo-

WILL BE BACK ON THE AIR

September 30

ple with whom living is a fine art—the kind of people most of us want to know and have as friends.

It isn't necessary, therefore, to urge you to make them welcome for a little while each Saturday afternoon. We do want to tell you, however, that there is a rumor going around our way that the Baxters are in for a lot of thrilling adventures. That doesn't really surprise you, does it, now that Janie has reached the glamorous age of sixteen, and Bud, every bit of thirteen, thinks he is not only the captain of his own fate but the skipper of his family? Marge, too, has been doing a lot of interesting things since you last heard from her. As for the head of the household, Bill Baxter, who has taken his responsibilities as P.T.A. president most seriously, there is no need to tell you the kind of yarns he has to spin.

If you have a notebook or pad handy, jot down the date, Saturday, September 30 at 1:30 p.m. E.W.T. If not, make a mental note and fix it securely. For whatever your plans for that day, you'll surely want to be on hand to receive the Baxter family.

Cooperation with "Springfield Plan"

The plan of education for democratic citizenship, which has been in operation in Springfield, Mass., for the last four years, has attracted nation-wide attention. Mrs. Frank O. Fehm, president of the Classical High School Parent-Teacher-Student Association, reports the enthusiastic cooperation of the local Parent-Teacher Council in carrying out this plan.

"The new plan for senior high schools will be the High School Town Meeting, a plan for learning the methods of democratic procedure, practicing the processes of democratic group thinking, and applying the principles of democracy to actual situations. . . . We have had a most interesting year working with our students at Classical High School. It does make a high school parent-teacher association so much more worth while when the students participate."

NATIONAL CONGRESS BULLETIN

Volume 11 AUGUST 1944 Number 11

Published monthly from August through May, bi-monthly June and July, at 600 South Michigan Boulevard, Chicago 5, Illinois, by the National Congress of Parents and Teachers. Subscription price: 20 cents a year. Entered as second class matter at the Post Office, Chicago, Illinois, Jan. 18, 1941. Additional entry at Aurora, Illinois, Dec. 21, 1939. Under Act of March 3, 1879.

Help at Hand

Parent-teacher activities will soon be in full swing again. Membership chairmen will be planning fall enrollments, program chairmen will be searching for sound and useful materials, local presidents will be eager to get their associations off to a flying start. All this healthy hustle and bustle is as it should be. But before you go any further, ask yourself the following questions:

1. **Do I want to have a highly successful parent-teacher association?**
2. **Do I want to put over an exceptionally good parent education program this year?**
3. **Do I want to do my best to protect home and family life in America?**
4. **Do I want to secure the attention and commendation of the educators in my community?**
5. **Do I want to raise the level of parent-teacher work to the point where people will say "Those folks are way ahead of the crowd"?**
6. **Do I want my meetings to hum with constructive activities participated in by interested, informed members?**

If your answer to these questions is "Yes," we urge you to take the following action immediately:

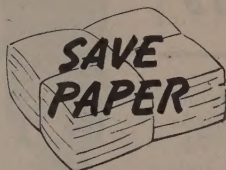
1. Appoint one of your most energetic workers as chairman of the *National Parent-Teacher Magazine* committee. Give the chairman a committee of three or five members (and be sure to include a man or two) if your association is a large one.
2. Help the chairman and the committee to build up as quickly as possible an every-family subscription list.
3. Make the reading and discussion of the Magazine a major parent education project for 1944-45.

Then watch for results . . . and see what really can be accomplished by a P.T.A. in which all members are well informed on all phases of parent education, home and family life, and home and school cooperation.

The subscription price of the *National Parent-Teacher* is \$1.00 a year. Like every other dollar collected for parent-teacher work, every cent of it is returned in *service* to the member or the subscriber. Furthermore, only as you and other leaders and members make full use of the *National Parent-Teacher*, and other Congress publications are you getting complete returns from the investment of your funds in the literature of the parent-teacher organization.

OUR School SALVAGE

An Important Message from Our Government



WITH the war in high gear the campaign for the salvage of materials of which there is still a critical shortage must also be thrown into high gear.

As we approach the opening of school this fall the two greatest shortages of salvable war materials are those of *paper* and *tin*.

Now that we have 5,000,000 armed men overseas, the need for paper packaging and paperboard in which to send them supplies is greater than ever before.

To meet this need the nation should be salvaging 667,000 tons of wastepaper each month. Yet despite the heroic efforts of the nearly 30,000,000 school children and all the other cooperating forces, the largest amount we have been able to salvage in any one month was 622,000 tons last May.

Not only are the demands for paper products vastly greater than ever before, but the supply of wood pulp from which paper is made has been greatly curtailed because of lack of manpower in the pulpwood forests. Last year we suffered a shortage of no less than 3,500,000 cords of pulpwood. We can make up this shortage only by salvaging an additional 1,500 pounds of paper for every single one of those 3,500,000 cords.

208,000 ITEMS MADE OF PAPER

At least 208,000 items used by the armed forces are made of paper, and several hundred thousand are shipped overseas in paper packages or paperboard containers.

Food and clothing are wrapped in paper. So are parts of planes, motor vehicles, and guns. Ammunition of all sizes is shipped in cardboard boxes. Medical supplies and field rations are sent across in specially waterproofed paper packages. Paper has in very truth gone forth to war.

THE PAPER TROOPER CAMPAIGN

The schools have so far played a noble part in the nation's salvage effort. Salvage officials of the WPB readily concede that most of the increased accumulation of wastepaper has been due to the activities of school children. But great as their efforts have been, they will be asked to do even more this fall. Moreover, they can meet expectations only through the cooperation of their parents. This means that every parent-teacher association should be one pole of a bipolar salvage setup, the other pole being the school salvage organization itself. By organizing a special salvage committee to cooperate with the school committee, the P.T.A. can help the pupils furnish every home in the school district with salvage information and enable them to collect from these households every smidgen of used paper.

The school and its P.T.A. can energize the wastepaper collection program this fall by using the Paper Trooper Campaign Materials that the Wastepaper Consuming Industries and the WPB are ready to send free to schools on request. (Write your regional branch of the WPB.) The materials can be used in any kind of wastepaper collection program that employs school youngsters and without any extra organizational work on the part of teachers or pupils. With the support of thousands of P.T.A.'s, a great army of Paper Troopers can cover the country this fall.

FIFTEEN BILLION CANS

Tin is no less a critical material than paper. Tin has no substitute as a component of bearings and solder, both of which are used in almost every war weapon and vehicle, or as a protective covering for containers in which to ship food and medicines. And since the Japanese have cut us off from more than 90 per cent of our former tin supply, practically our only source of domestic tin replacements is the tin from the cans we use every day.

COMING IN THE SEPTEMBER ISSUE

Suggested Study Programs for P.T.A.'s—High School, Grade School, Preschool
Membership Proclamation
Talking Points for Your Membership Enrollment
Our 1944-45 Legislation Program

PROGRAMS *for* 1944-45

NEED THE HELP OF PARENT TEACHER GROUPS

There will be produced this year for use by the armed forces, by lend-lease, and by civilians a total of 15,000,000,000 tin cans, 5,000,000,000 of which will go overseas. Of the remainder, detinning plants in the United States are prepared to handle 4,800,000,000. Yet the American people have been turning in less than half that number! We are throwing two out of every three cans away. And when these cans begin to rust the tin on them is gone forever. Such waste of precious material is nothing short of criminal.

EVERY MEMBER CAN HELP

What can the P.T.A. do about it?

In the first place the salvage committee of every P.T.A. can cooperate with the school salvage forces in making every householder in the school district aware of the grave need of salvaging tin cans. If the P.T.A. mobilizes parents for action, while the principals and teachers organize their pupils and put them to work, an invincible team of tin can salvagers in every community can help to save this critical—even crucial—situation.

Fathers and mothers can use the several million additional can openers to be made available this fall for the proper preparation of the tin cans used in their homes. The cans must be washed and the paper wrappers removed. The ends should be cut out or turned in and the can flattened by a firm tread of the foot. Thus prepared, each can needs only a minimum of hauling space when it is taken to the detinning vats.

At regular intervals the pupils can bring the flattened cans to school, where they can be placed in large cartons or wooden boxes or in schoolyard bins of truck-load capacity. Later they can be collected by city or county trucks or other trucks allocated by the local salvage committee of the WPB. *This procedure can be used in rural sections and in cities with a population of less than 25,000.*



COLLECTION FACILITIES

In cities of 25,000 and over, refuse departments or other agencies designated by the city are required by a WPB order to collect prepared tin cans directly from the users. *But even in these larger cities school pupils and P.T.A. members can perform an enormous service by making sure that every household in the school district prepares its tin cans and puts them out in the proper place to be collected on the appointed day.*

A STATE-WIDE PROGRAM

In Pennsylvania the state department of education, the state highway department, and the state salvage committee have, during the past year, cooperated in a state-wide tin can collection program carried out by school children. Every month a salvage pennant was awarded to the winning school in each county and was retained by the school having the highest number of per pupil collections for the entire six-month campaign. In the first month 4,000,000 cans were collected; in the second, 8,000,000; and in the third, 12,000,000. The total number of cans collected by Pennsylvania school children in the campaign was 37,875,965!

Although few schools have heretofore undertaken such programs of tin can collections, all will be strongly urged to do so this fall. Their help in this program is as badly needed as is their help with wastepaper collections. *We can't win without tin!*

Principals and teachers can, single-handed, do a great deal by organizing their pupils. But the best organized school salvage program in the country can do better if it has the enthusiastic cooperation of the parent-teacher organization.

PRESIDENTS, PLEASE NOTE

War-time restrictions on paper make it imperative that every copy of the *National Congress Bulletin* reach its proper destination. We can't afford to let a single copy go astray. Will you therefore please cooperate by: (1) sending us your new address, if you have moved recently; and (2) sending the name and address of your successor to the state office, if your association has recently elected new officers. Thank you.

GETTING READY FOR THE BAXTERS

Suggestions for Building a
Listening Audience

Plan now to:

1. Canvass the membership and the community to find out how many persons plan to listen to the program. Tell the local NBC radio station how many listeners there will be.

• Ask the local station to broadcast the program. (All NBC stations will be notified about the program by the National Broadcasting Company.)

• Confer with the station director regarding the possibility of recording the broadcast for later use in case the original broadcast comes at a time when there is a commercial program on the local station.

2. Appoint a radio chairman if your association does not have one.

3. Discuss the Baxter program with the executive committee at its first meeting. The radio chairman should be invited to meet with the committee when plans are made to promote the national radio broadcast.

4. Arrange with the radio and publicity chairmen for an all-town or all-city publicity campaign.

• Send notices to all newspapers.

• Send notices to all cooperating agencies.

• Invite social workers, clergymen, librarians, policemen, and others who have definite civic responsibilities to listen to the program every Saturday.

• Request permission to place posters in store windows, libraries, waiting rooms, and clubrooms.

• Send typed, mimeographed, or printed notices to parents in the community. Perhaps the Boy Scouts, Girl Scouts, and Camp Fire Girls will volunteer to distribute these messages.

5. Take real pride in publicizing the program. It is a parent-teacher project worthy of nation-wide parent-teacher interest and effort.

"Does the president of the National Congress get a salary?"

No indeed. The president of the National Congress, as well as all other officers of the organization, serves without pay as do officers on the state and local levels. It is this volunteer service that enables the National Congress to accomplish so much on the five-cents-per-capita dues.

The subscription price of the *National Congress Bulletin* is twenty cents a year. Anyone interested in parent-teacher work may subscribe.

MORE *Digests* OF THE WARTIME CONFERENCE *Meetings*

THE June-July issue of the *National Congress Bulletin* gave you in summary form highlights of the 1944 National Convention program. This month we are bringing you several more condensed reports of workshops, symposiums, and other features. The complete text of addresses and detailed reports will be published in the 1944 *Proceedings*, which will be available November 1, 1944.

DISCUSSED IN THE PRESCHOOL WORKSHOP

Leader: Mrs. P. B. Digby
Vice-President

WITH her opening statement, Mrs. Digby reminded the group of the importance of preschool service. Realizing that parenthood is a true profession, the National Congress established, more than a year ago, a special committee to study the problems it involves. This committee arrived at several conclusions, one of them being the necessity for education for the specific duties and responsibilities of parenthood. What better way, asked the committee, is there for adults to acquire knowledge than through the exchange of ideas and experiences among members of a group such as the preschool group!

Following Mrs. Digby's remarks the discussion seemed to divide logically into three phases:

1. *The need for emphasizing the preschool section as a part of every local unit*
2. *Practical ways to reach the parents of preschool children*
3. *The importance of study programs by which preschool groups can benefit*

Ralph H. Ojemann, National chairman of Parent Education, brought out the fact that the primary reason for developing the preschool group is to help parents guide their children at this formative age level. This development, he said, would come about naturally when parents, working and studying together, see needs and act to satisfy them.

Obviously, then, the preschool section of any P.T.A. must be a practical aid

to young parents. The National chairman of Home and Family Life, Mrs. George E. Culvert, suggested that to be of service to the preschool group each local unit appoint a preschool committee whose plan of work would include:

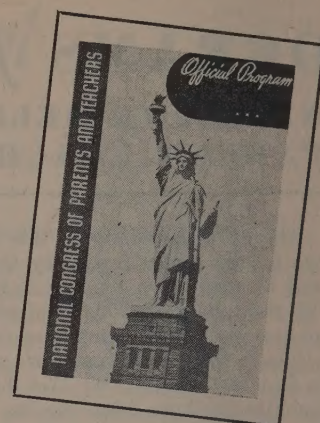
- *Contacts with parents of preschool children through personal visits and telephone calls*
- *Formation of small groups to meet in homes or in schools*
- *Organization of study groups as an outgrowth of such informal gatherings*
- *Establishment of a bookshelf of preschool material for the P.T.A. library*

Preschool service, however, should not be limited to the parents of preschool children. Expectant mothers, too, can become absorbed in study courses designed to help guide children through their early years. Furnishing copies of the *National Parent-Teacher* to such women will awaken their interest in joining a P.T.A.

Mrs. Albert L. Gardner, National chairman of Congress Publications, stressed the value of the Magazine, particularly the new study course, *Life at the Preschool Level*, beginning in the September 1944 issue. She described in detail the many publications on preschool subjects available from the National Office, and her enthusiastic account of the use of these publications by preschool groups roused the members of the workshop to a down-to-earth discussion of the organization of preschool groups and their promotion through councils and state branches.

From the questions and answers it became evident that a forceful parent education program could stimulate the activity of the parents of preschool children through membership in the P.T.A.

Mrs. Garry Cleveland Myers, associate editor of *Children's Activities*; Ernest Osborne of the department of education, Teachers College, Columbia University; and Ethel Kavin, lecturer on education, University of Chicago, and author of several standard books on child guidance, all spoke of the problems confronting parents, especially the mothers of preschool children. It was agreed that a careful analysis of these problems would tend to solve them to the satisfaction of all concerned.



QUOTABLE QUOTES

From the Symposium

"For All Children—A Good Home"

Leader: Alice Sowers, Vice-President

DR. SOWERS opened the discussion with a simple but thought-provoking question: "Just what is a good home?" This question then formed the background against which the symposium speakers brought into relief the many problems that affect home life today. Following are choice excerpts from the speakers' talks:

Mrs. George E. Culvert, National chairman, Home and Family Life: "A good home has two parents, both interested in that home and in making it a good home. Every member of the family should be made to feel that he has a contribution to make toward unifying the family in love and understanding."

Caroline B. Zachry, Bureau of Child Guidance, New York City Board of Education: "All human relations, political, civic, and social, start with family relations. The greatest thing you can give children is a sense of security and affection and the feeling that they are wanted and needed in the home. If a child starts that way, there isn't anything we can do to him later that will fundamentally disrupt him."

Mrs. Nathaniel E. White, National chairman, Character and Spiritual Education: "We must guard the tie between home and church. We have heard of the religious revival at home and of the spiritual experiences our men have had abroad. We must make sure that when the men return they do not forget these experiences, that their spiritual life will continue as they have learned to create it."

Willard Johnson, assistant to president, National Conference of Christians and Jews: "A home can't be a good

home and prepare its boys and girls to be happy adults or adults who are constructive citizens unless they are given fair viewpoints and attitudes of respect and understanding toward those of other religious and racial groups. If a democracy doesn't have group understanding and respect, it cannot solve any of its problems, because democracy works through the cooperation of all groups. The attitude of the parent is the first important thing. We transmit our own impressions and our own feelings to our boys and girls not by the words we use but by our emotional language—the tone of our voice when we speak of the family down the street, the shrug of the shoulder or the lift of the eyebrow when we speak of people of other religious or racial groups. If we are prejudiced, we simply cannot keep from giving our boys and girls that same prejudice."

Mrs. Gertrude Flyte, National chairman, Art: "We are familiar with some of the problems facing us now, but how to meet them is one of the things to consider. If we use every avenue, every channel of expression—radio, study groups, parent education classes, adult education classes, discussion groups of all kinds—we can familiarize ourselves with these problems and do something about them in our own communities."

Ralph H. Ojemann, National chairman, Parent Education: "How can understanding and appreciation of one another—of parent and child, child and child, husband and wife—be developed? I would suggest talking things over in the family. I know no other way of getting the point of view of the child as well as that of the parent, the point of view of the husband as well as that of the wife, than holding a family council or conference where serious problems are discussed and where children are treated in terms of the abilities they have."

Elise E. Ruffini, director, art department, Columbia University: "Hearing about all these other phases that are being considered so important in the right kind of living in the home, I feel that one of the most important things we need to stress is what we in the art field call art in daily living. A home

that is well kept, that is cheerful and attractive, a home in which the children themselves do something about keeping it orderly and pleasant is a home that children like to come back to after school, a home that children like to bring their friends to and that they certainly enjoy."

Dorothy Lewis, coordinator of listener activity, National Association of Broadcasters: "We are all going to be rolled about in a barrel by radio; we are going to know how other people live. We have a tremendous responsibility because we in this country are going to be talked about more than any other people in the world. And our home life is going to be looked at. We have all the material things and we must have the spiritual answers, too."

Alice Sowers, vice-president: "All children do not have ideal homes; some of them don't have homes approximating the ideal. We have been told repeatedly in recent months that a great deal of juvenile delinquency stems from the home. I believe that parents love their children and wish the best for them, that probably parents don't know that some of the things they are doing will make juvenile delinquency possible. We certainly don't want any juvenile delinquents. We want all homes to be good homes."

LOCAL ASSOCIATION WORKSHOP

*Presiding: Mrs. Clifford F. Thompson
Vice-President*

AT THIS workshop, conducted during the National Conference in New York, a model business session of a local group was the featured highlight. In announcing the demonstration Mrs. Thompson reminded the workshop members that to achieve success in accomplishing its objectives, a parent-teacher association should be well organized; its meetings should be well conducted and its officers well versed in the policies and principles of the P.T.A. Members were given a front-of-the-scenes view of a local unit business meeting that fulfilled these conditions.

• The stage was set with a table and a sufficient number of chairs to accommodate officers and committee chairmen. Mrs. Thompson was cast in the role of the president of the George Washington Parent-Teacher Association. Mrs. Leonard G. Twitchell, Mrs. Warren L. Mabrey, and Mrs. Newton P. Leonard were, respectively, the vice-president, the secretary, and the treasurer. Mrs. H. F.

Godeke acted as parliamentarian. The roles of committee chairmen were enacted by Mrs. Charles D. Center, programs; Mrs. Albert L. Gardner, publications; Mrs. True Davis, membership; and Mrs. Jesse L. Mariner, nominating committee.

• The typical meeting was opened by the president. The order of business next called for the reading of the minutes of the preceding meeting by the secretary. The treasurer then gave her report, and the committee chairmen theirs.

• As programs chairman, Mrs. Center spoke briefly of program planning for continuity and variety in presentation, using the tools furnished free by the National Congress—the *Parent-Teacher Manual* and the pamphlet *Program Planning*. She also referred to pertinent material in the *National Parent-Teacher*.

• Mrs. Gardner reported her activities during the past month: meetings with the executive committee, with the programs committee, and with the school librarian. She briefly reviewed the new book published by the National Congress, *The Parent-Teacher Organization: Its Origins and Development*, and called attention to numerous other timely publications designed to guide chairmen and members of the various committees. At the conclusion of this report it was moved and seconded that three copies of the new book be purchased by the local unit, one copy for the president, one for the school principal, and one for the parent-teacher bookshelf.

• The report of Mrs. Davis, the membership chairman, was most encouraging. The state membership chairman had just notified her that the National membership had passed the three million mark. She stated that her committee was working closely with all other committees and that a survey of the organization was planned so that every member would have an opportunity to become a participant in one or another of the activities scheduled. New members were being added daily.

• After the chairman of the nominating committee, Mrs. Mariner, had presented the slate, the president called for nominations from the floor. In due course the nominations were closed, and the election was deferred until new business was in order.

• Several other matters were then brought before the assembly and disposed of according to parliamentary procedure.

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• Under the heading of new business, the first order was the election of officers. After the parliamentarian had read the provisions in the bylaws regarding this procedure, one member moved that the assembly vote for all officers on one ballot. The motion was carried, the chair appointed three tellers, and the election proceeded. As the tally sheet and ballots, sealed in a large envelope, were handed to the secretary, one of the tellers read the election results. The president then announced the names of those elected to office.

• There being no further business, the meeting was adjourned.

This dramatization of the business session of a local association meeting had the effect of the old Chinese proverb about one picture being worth ten thousand words. The response was most enthusiastic. Many questions were asked, especially on correct parliamentary procedures and the election of officers. Leaders from various states planned to conduct similar dramatizations at fall schools of instruction, conferences, and conventions.

Note: To identify the members of the National Board who participated in this model meeting, consult the directory in the NATIONAL PARENT-TEACHER.

Russian War Relief

PARENT-TEACHER groups throughout the country have given many kinds of valuable assistance, through the *Russian War Relief*, to thousands of Russian families who have been forced to leave their homes and to destitute mothers and children. We cannot afford to slacken our efforts now, so for the benefit of those who are not familiar with the activities of the R.W.R., here is a brief summary of its purposes, work, and current needs:

The *Russian War Relief, Inc.*, is an American organization, without political connections, whose aim is to provide Russian soldiers and civilians with medical supplies and instruments, food, clothing, vegetable seeds, and many other necessary articles. It operates under the regulations of the President's War Relief Control Board and receives appropriations from the National War Fund.

All the items listed are collected or purchased in the United States and sent to Russia in Soviet ships.

If you wish to participate in these activities, it is suggested that you get in touch with your local R.W.R. committee. If there is no such committee in your community, information may be secured by writing to the national headquarters of the Russian War Relief, Inc., 11 East Thirty-Fifth Street, New York, New York.

ACTIVITY ITEMS

FROM THE SAFETY CONFERENCE

Workable Suggestions for P. T. A.'s To Consider

1. P.T.A. officers may interview school officials and administrators to find out how the association may assist in the school safety program.
2. The officers may plan to devote at least one general meeting each year to safety, with particular stress on present safety programs in the school.
3. The P.T.A. safety committee may plan a year's program based on urgent safety problems in the school and the community. This may require interviews with heads of city police and fire departments and other officials, as well as a study of available accident facts.
4. The P.T.A. may solicit the support of civic and professional groups in accident prevention and invite members of these groups to participate in safety programs.
5. Adults should be encouraged, through the P.T.A., to set examples for their children by forming good safety habits of their own.
6. The P.T.A. may volunteer to assist in school activities having to do with safety: furnishing hot chocolate to safety patrols on cold mornings, offering assistance to the school safety council, providing first-aid instruction for pupils and teachers, and so on.
7. The P.T.A. may encourage parent study groups to discuss school safety.
8. It may support requests by the principal or school officials for materials or personnel to improve the safety of the school and the community.
9. It may try to effect friendly working relationships with all other groups interested in community and school safety.
10. It may work out a systematic plan for using such channels of publicity as the radio, the newspapers, and the school paper to further the cause of safety.

Of Interest to Rural Groups

Rural P.T.A. groups will be interested to learn that the 1944 *Proceedings of the American Country Life Association* will be available by September 1. State chairmen of committees on rural service may secure further information by writing to C. Morton Hanna, treasurer, Presbyterian Theological Seminary, 109 East Broadway, Louisville, Kentucky.



STRENGTHEN AND ENRICH YOUR PROGRAM

Use the parent education material prepared especially for you

THE startling increase in juvenile delinquency has focused attention on parent education. The *National Parent-Teacher Magazine* has kept abreast with developments in this field and has provided an outstanding parent education course for parent-teacher associations. It is called "Guiding the Citizens of Tomorrow." It is complete in every way—with a basic article for discussion, an outline, and a bibliography in each issue from September through April. The course is directed by Ralph H. Ojemann; it begins in the next issue.

By adopting this as your official program, you will save hours of valuable time searching for materials that may be hard to find and that, when found, will be no whit better than "Guiding the Citizens of Tomorrow"—probably not as good.

Send a dollar today for a subscription and get the September issue of the Magazine, which contains the first article. Ask too for a supply of the leaflets that list the monthly topics to be discussed. Plan to use the September article at your October meeting, the October article at your November meeting, and so on. Then you will have the material far enough in advance to prepare for the discussions and to look up any of the references you select. Your national leaders and the editors of the Magazine have pooled their efforts to make "Guiding the Citizens of Tomorrow" the type of program you will be proud to undertake.

Don't wait and worry! Send today for the Magazine and for the leaflets. Make check or money order payable to the *National Parent-Teacher* and mail to:

National Parent-Teacher
600 S. Michigan Blvd.
Chicago, 5, Illinois

"How much of our membership dues goes to the National Congress?"

The National Congress receives only five cents for each member, no matter what your dues are locally. The remainder of the total amount collected is divided between the state branch and the local association in accordance with state and local bylaws.